



Appendix D

Sample Board of Education Policies For Professional Development



Notes

PERSONNEL SERVICES

Policy 4411
(Regulation 4411)

Professional Activities, Training and Professional Growth

Professional Development Program

The Board shall provide a Professional Development Program to be in compliance with State Statutes regarding assistance for beginning teachers. A committee will be elected by the teachers to develop a plan to carry out the goals of the Professional Development Program.

The Professional Development Program shall further be in compliance with the “Outstanding Schools Act of 1993” Section 7 of Senate Bill #380 of the 87th General Assembly.

The District will establish a Professional Development Committee (PDC) to work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a consultant upon a teacher’s request; arrange training programs for mentors; assess faculty needs and develop in-service opportunities for school staff; present faculty suggestions, ideas and recommendations pertaining to classroom instruction within the School District; and review and evaluate the District’s staff development program.

PERSONNEL SERVICES

Regulation 4411

Professional Activities, Training and Professional Growth

Professional Development Program

The District supports professional development of its certified staff through the maintenance of a Professional Development Committee (PDC) as well as assistance programs for new teachers and resource programs for experienced teachers.

Professional Development Committee (PDC)

The purpose of the committee is to identify instructional concerns and remedies; assist beginning teachers with the implementation of their professional development plan; serve as consultant at a personal teacher’s request; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and provide District administration with suggestions; ideas and recommendations concerning instruction.

Committee Composition

Eligibility to serve on the committee will be restricted to certified employees with a minimum of five years of teaching and/or administrative experience. Members selected will serve for a staggered three (3) year term with one of the committee selected each of three years. New members will be selected by classroom teachers, librarians and counselors. New members will be selected on or by April 30 of the preceding member’s term. Teaching will be completed by June 30 and membership will commence on July 1 of the new school year. Efforts will be made to insure that each attendance center is represented on the committee and that a cross-section of grade levels and disciplines are represented. Administrators may be selected to serve on the committee but will not participate in the selection process.



New Teacher Assistance Program

Each inexperienced teacher employed by the District will be assigned a mentor by the building principal. Mentors will be required to possess at least five (5) years of teaching experience and have received or be willing to complete mentor training. Mentors will work closely with their assigned new teachers during the teachers' first two (2) years.

New teachers, with the assistance of their mentors, will prepare professional development plans. The plans will be consistent with the evaluation criteria and will establish plans of development for the teachers' first two (2) years of teaching.

Notes



Notes

Information Provided by the Missouri School Boards Association (MSBA)

FILE: GCL-AP

PROFESSIONAL STAFF DEVELOPMENT

The FIELD (District Common Name) Board of Education values professional development for its faculty, and is committed to providing systematic professional development for beginning and practicing teachers. The specific focus for the professional development program will be determined by the results of the long-range planning process or identified student needs relating to performance. The Board will support the Professional Development Committee (PDC), will provide a professional development plan for beginning teachers and will provide in-service opportunities for all practicing teachers. Adequate time and funds will be included in the district's yearly calendar and budget to support the programs.

Professional Development Committee (PDC)

Responsibilities

The Professional Development Committee (PDC) shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a confidential consultant upon a teacher's request, as allowed by law; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and present the coordinator of professional development activities with faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.

Structure

The following is an *example* of how a Professional Development Committee may be structured. Districts should develop a structure best suited to their individual needs and schedules.

The committee shall have no more than _____ members, with membership on the committee spread across disciplines and attendance centers.

Committee members shall be certificated staff members with at least _____ years of teaching experience and at least _____ years in the FIELD (District Common Name). Professional Development Committee (PDC) members will be selected for _____-year terms. Terms shall be staggered so that approximately one-third of the committee will be selected each year. New members shall be selected no later than January 31 annually, training will be accomplished by March 31, and service will begin on April 1.

Committee members shall be selected by the classroom teachers, librarians, and counselors of the district. Administrators may be selected to serve on the committee, but may not participate in the selection process.



FILE: GCL-AP

Notes

Assistance for New Teachers

In order to help beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the profession, the school district will provide a professional development plan for each faculty member who has no teaching experience. The plan will address the teacher's first two (2) years in the classroom, and the goals identified in the plan will relate to the evaluation criteria used by the district. Copies of the initial plan and all subsequent revisions shall be filed in the new teacher's building to be readily available to the teacher and mentor for review and updating.

Beginning teachers will participate in an entry-year mentor program, and will be assigned a mentor, who will initiate preparation of the beginning teacher's professional development plan, and will help the teacher tailor the plan to his or her needs as soon as appropriate.

Mentors must have five (5) years of teaching experience, and be willing to be trained as a mentor. The building principal will be responsible for selecting and placing mentors.

The superintendent or his or her designee will notify the appropriate colleges or universities when their graduates are hired. A coordinated plan for seminars and visitations for first- and second-year teachers will be developed by the district and higher education representatives.

Assistance for Practicing Teachers

The district's Professional Development Committee (PDC) shall assess the in-service needs of practicing teachers annually. The assessment instrument shall be selected by the committee. Once identified, faculty concerns and needs should be categorized by areas such as building, grade level or subject, and the committee should prepare a recommendation for addressing the identified needs and improving classroom instruction in the district.

The success of the district's in-service programs shall be regularly evaluated by the Professional Development Committee (PDC).

* * * * *

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Implemented: FIELD (Adopt Date)

FIELD (Revise Date)

FIELD (District Location Line)



Notes

Note: This is a sample policy from another school district. Contents do not necessarily reflect official Missouri School Boards Association (MSBA) policy, represent MSBA legal advice or service, and are not intended for exact replication.

FILE: GCL-AP
Critical

Professional Development Programs

The Adrian R-III Board of Education values professional development for its faculty, and is committed to providing systematic, professional development for beginning and practicing teachers. The specific focus for the professional development program will be determined by the results of the long-range planning process or identified student needs relating to performance. The Board will support the professional development committee, will provide a professional development plan for beginning teachers, and will provide in-service opportunities for all practicing teachers. Adequate time and funds will be included in the district's yearly calendar and budget to support the programs.

Professional Development Committee (PDC)

Responsibilities:

The professional development committee shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a confidential consultant upon a teacher's request; as allowed by law; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and present the coordinator of professional development activities with faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district.

Work by the committee will be done in consultation with district administration. Programs selected by the committee will reflect the results of any needs-assessment survey results and coordinate with the district comprehensive school improvement plan.

Structure:

The committee shall have six (6) members, with membership on the committee spread across disciplines and attendance centers.

Committee members shall be certified staff members with at least three (3) years of teaching experience and at least two (2) years in the Adrian R-III school district. Professional Development Committee (PDC) members will be selected for three-year terms. Terms shall be staggered so that approximately one-third of the committee will be new each year. New members shall be selected no later than May 10 annually.

Committee members shall be selected by the classroom teachers, librarians, and counselors of the district. Administrators may be selected to serve on the committee, but may not participate in the selection process.

The committee will evaluate the district's in-service program at least annually.



FILE: GCL-AP
Critical

Note: This is a sample policy from another school district. Contents do not necessarily reflect official Missouri School Boards Association (MSBA) policy, represent MSBA legal advice or service, and are not intended for exact replication.

Notes

Assistance for New Teachers

In order to help beginning teachers polish their skills, improve their chances for success, and encourage them to stay in the profession, the Adrian R-III school district will provide a professional development plan for each faculty member who has no teaching experience. The plan will address the teacher's first two (2) years in the classroom, and the goals identified in the plan will relate to the evaluation criteria used by the district. Copies of the initial plan and all subsequent revisions shall be filed in the new teacher's building, to be readily available to the teachers and mentor for review and updating.

Beginning teachers will participate in an entry-year mentor program, and will be assigned a mentor, who will initiate preparation of the beginning teacher's professional development plan, and will help the teacher tailor the plan to his or her needs as soon as appropriate.

The superintendent or his or her designee will notify the appropriate colleges or universities when their graduates are hired. A coordinated plan for seminars and visitation for first- and second-year teachers will be developed by the district and higher education representatives.

Assistance for Practicing Teachers

The district's professional development committee shall assess the in-service needs of practicing teachers annually. The assessment instrument shall be selected by the committee. Once identified, faculty concerns and needs should be categorized by areas such as building, grade level or subject, and the committee should prepare a recommendation for addressing the identified needs and improving classroom instruction in the district.

* * * * *

Note: *The reader is encouraged to review policies and/or forms for related information in this administrative area.*

Implemented: 10/14/1993

Last Revised: 07/17/2003

Adrian R-III School District, Adrian, Missouri



Notes

Note: This is a sample policy from another school district. Contents do not necessarily reflect official Missouri School Boards Association (MSBA) policy, represent MSBA legal advice or service, and are not intended for exact replication.

FILE: GCL
Critical

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

The district will provide for professional growth through the following:

1. Establish a Professional Development Committee (PDC) that will adopt and implement a Professional Development Plan (PDP) based on the district's Comprehensive School Improvement Plan (CSIP).
2. Allocate adequate funding for professional development as required by law
3. Provide leave and dismissal time for approved professional growth activities.
4. Provide opportunities for advancement on the salary schedule for teachers with additional education or training in accordance with Board policy and PDC procedures.

Reimbursements for expenses related to conferences and visitations will be as approved by the superintendent in accordance with district procedures, provided that the expenses are within the budget allocations.

* * * * *

Note: *The reader is encouraged to review policies and/or forms for related information in this administrative area.*

Adopted: 10/14/1993

Revised: 11/21/2002

Legal Refs: §§ 160.530, 163.021.5, 168.400, RSM0.

Adrian R-III School District, Adrian, Missouri



FILE: GCL-AP
Critical

Note: This is a sample policy from another school district. Contents do not necessarily reflect official Missouri School Boards Association (MSBA) policy, represent MSBA legal advice or service, and are not intended for exact replication.

Notes

PROFESSIONAL DEVELOPMENT PROGRAMS

The Branson R-IV School District Board of Education values professional development for its faculty, and is committed to providing systematic professional development for beginning and practicing teachers. The specific focus for the professional development program will be determined by the results of the long-range planning process or identified student needs relating to performance. The Board will support the Professional Development Committee (PDC), will provide a professional development plan for beginning teachers, and will provide in-service opportunities for all practicing teachers. Adequate time and funds will be included in the district's yearly calendar and budget to support the programs.

Professional Development Committee (PDC)

Responsibilities:

The Professional Development Committee (PDC) shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a confidential consultant upon a teacher's request, as allowed by law; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; present the coordinator of professional development activities with faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district.

Work by the committee will be done in consultation with district administration. Programs selected by the committee will reflect the results of any needs-assessment survey results and coordinate with the district comprehensive school improvement plan.

Structure:

Membership on the committee will spread across disciplines and attendance centers. The superintendent and/or designee shall serve in the capacity of advisor(s) to the committee. No more than two (2) teachers from each attendance center shall be selected by attendance center certified staff through procedures established by the Branson Community Teachers' Association (BCTA), the professional development committee, and approved by the School Board.

Committee members shall be certificated staff members with at least three (3) years of teaching experience and at least two (2) years in the Branson R-IV School District. Professional development committee members will be selected for two-year terms. Terms shall be staggered so that approximately one-third of the committee will be selected each year. New members shall be selected no later than March annually. The members selected shall serve their terms beginning the ensuing year from July 1 to June 30. The professional development committee shall select a chairperson on a yearly basis and shall meet each month, or as necessary.

Administrators may be selected to serve on the committee but may not participate in the selection process.



Notes

Note: This is a sample policy from another school district. Contents do not necessarily reflect official Missouri School Boards Association (MSBA) policy, represent MSBA legal advice or service, and are not intended for exact replication.

FILE: GCLA
Critical

The committee will evaluate the district's in service program at least annually.

Assistance for New Teachers

In order to help beginning teachers enhance their skills, improve their chances for success and encourage them to stay in the profession, the school district will provide a professional development plan for each faculty member who has no teaching experience. The plan will address the teacher's first two (2) years in the classroom, and the goals identified in the plan will relate to the evaluation criteria used by the district. Copies of the initial plan and all subsequent revisions shall be filed in the new teacher's building to be readily available to the teacher and mentor for review and updating.

Beginning teachers will participate in an entry-year mentor program and will be assigned a mentor who will initiate preparation of the beginning teacher's professional development plan and will help the teacher tailor the plan to his/her needs as soon as appropriate.

Mentors must have four (4) years of teaching experience and be willing to be trained as a mentor. The building principal will be responsible for selecting and placing mentors.

Assistance for Practicing Teachers

The district's professional development committee shall assess the in-service needs of practicing teachers annually. The assessment instrument shall be selected by the committee. Once identified, faculty concerns and needs should be categorized by areas such as building, grade level or subject, and the committee should prepare a recommendation for addressing the identified needs and improving classroom instruction in the district.

* * * * *

Note: *The reader is encouraged to review policies and/or forms for related information in this administrative area.*

Implemented: 08/26/2003

Revised: 06/22/2004; 05/12/2005

Branson R-IV School District, Branson, Missouri



FILE: GCLA
Critical

Note: This is a sample policy from another school district. Contents do not necessarily reflect official Missouri School Boards Association (MSBA) policy, represent MSBA legal advice or service, and are not intended for exact replication.

Notes

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

The district will provide for professional growth through the following:

1. Establish a Professional Development Committee (PDC) that will adopt and implement a Professional Development Plan (PDP) based on the district's Comprehensive School Improvement Plan (CSIP).
2. Allocate adequate funding for professional development as required by law
3. Provide leave and dismissal time for approved professional growth activities.
4. Provide opportunities for advancement on the salary schedule for teachers with additional education or training in accordance with Board policy and PDC procedures.

Reimbursements for expenses related to conferences and visitations will be as approved by the superintendent in accordance with district procedures, provided that the expenses are within the budget allocations.

* * * * *

Note: *The reader is encouraged to review policies and/or forms for related information in this administrative area.*

Adoped: 03/14/1996

Revised: 10/10/2002; 06/22/2004; 05/12/2005

Legal Refs: §§ 160.530, 163.021.5, 168.400, RSMo.

Branson R-IV School District, Branson, Missouri



Notes

Note: This is a sample policy from another school district. Contents do not necessarily reflect official Missouri School Boards Association (MSBA) policy, represent MSBA legal advice or service, and are not intended for exact replication.

FILE: GCLA-R
Critical

PROFESSIONAL DEVELOPMENT PROGRAMS

I. Statement of Purpose

The Excellence in Education Act of 1985 mandated the creation of Professional Development Programs for beginning and practicing teachers by all Missouri school districts.

The purpose of the Professional Development Committee (PDC) is to ensure that the Center School District plans, develops and implements professional development activities. These activities will assist the school district and individual professionals employed by the district to achieve the goals of the Center Board of Education and the State of Missouri.

The professional development programs stimulate and encourage the professional growth of both new and experienced teachers. Individual teachers view professional growth as a continuous process of refining skills and keeping abreast of new developments in the field of education. The programs that are developed will be well organized, systematic, and a cooperative effort involving teachers, administrators, and School Board members.

II. Membership

The Center School District Professional Development Committee (PDC) will consist of no more than eight (8) members who are elected by their colleagues. Committee members shall be certificated staff members with at least three (3) years of teaching experience and at least two (2) years in the Center School District. Professional Development Committee (PDC) members will be elected for three-year terms. Terms shall be staggered so that approximately one-third of the committee will be new each year. New members shall be elected no later than March 31 annually. Each building will hold nominations and vote by written ballot. Both members will attend the May meeting; however, newly elected members do not have nominating or voting rights at this orientation meeting. Each of the elementary schools, the middle school, and the Center Alternative Programs and Community Services building have one (1) representative; the high school has two (2) representatives. The Professional Development Committee (PDC) Coordinator and the instructional and technology specialists are Ad Hoc members.

A rotating plan for replacing representatives is as follows:

1. If a Professional Development Committee (PDC) member resigns his/her position, a new member will be elected for the remainder of his/her term.
2. The members of the Professional Development Committee (PDC) shall nominate a chair and a recording secretary of the committee at its first meeting in May. Elections will be written ballot. They shall serve a one-year term.
3. The committee will have available one (1) day of release time per month to carry out its responsibilities. The committee will meet on the second Wednesday of each month, as needed.



FILE: GCLA-R
Critical

Note: This is a sample policy from another school district. Contents do not necessarily reflect official Missouri School Boards Association (MSBA) policy, represent MSBA legal advice or service, and are not intended for exact replication.

Notes

4. Each represented unit; high school, middle school, four (4) elementary schools, and the early childhood center, will have its own building Professional Development Committee (PDC). Each building PDC will include a district PDC member and a building administrator.
5. If a Professional Development Committee (PDC) member or his/her alternate misses three (3) regularly scheduled meetings between August and May, a new member will be elected from that building.

III. Responsibilities

The Professional Development Committee (PDC) is charged with ten (10) responsibilities. The PDC shall:

1. Plan, develop, coordinate and direct, within a plan approved by the superintendent of schools and, as necessary, the Board of Education, the professional growth activities of the Center School District with the intent of helping the superintendent and the Board of Education achieve their goals.
2. Work with beginning teachers and experienced teachers in identifying instructional concerns and remedies.
3. Develop and implement a mentor program.
4. Serve as a confidential consultant upon a teacher's request.
5. Assess faculty needs for developing in-service opportunities for school staff. Communicate the results of assessment to the entire staff.
6. Present to the Coordinator of Professional Development, faculty suggestions, ideas and recommendations pertaining to classroom instruction within the school district and develop a plan to address the needs and concerns that will be submitted to the Board of Education.
7. Maintain appropriate records and conduct ongoing and annual evaluations of Professional Development Committee (PDC) activities for certified and classified personnel.
8. Provide training for new Professional Development Committee (PDC) members.
9. Submit to the superintendent of schools, by March 15 of each school year, the general plan for professional growth for the following school year, for his/her approval. The superintendent will submit the approved plan to the Board of Education for its approval in April of the year prior to the year of implementation.
10. Read, study and discuss research on instructional practices and quality professional development.



Notes

Note: This is a sample policy from another school district. Contents do not necessarily reflect official Missouri School Boards Association (MSBA) policy, represent MSBA legal advice or service, and are not intended for exact replication.

FILE: GCLA-R
Critical

IV. In-Service Program

1. The district will provide appropriate in-service opportunities for meeting the concern/needs of the staff and goals of the Board of Education and the superintendent of schools. The district Professional Development Committee (PDC) will make plans for implementation of the in-service program; determine the time and place for the sessions, the kinds of sessions needed and the professional and resource persons to be used. This effort will be coordinated with the district PDC coordinator.
2. Goals and objectives for each session of the program should be clearly defined and understood by all teachers. The current goals of the Board of Education will determine the professional growth activities of buildings and individuals. Efforts will also be made to tailor programs to the needs of specific groups. The District Professional Development Committee (PDC) will designate by May of each year which in-service sessions will be used for district goals and which for building goals.
3. Principals in cooperation with the building Professional Development Committee's (PDC's) will plan and implement in-service days designated for building level goals.
4. The district Professional Development Committee (PDC) in cooperation with the district PDC coordinator will plan and implement in-service days designated for district goals.
5. An evaluation of each district and/or building in-service will be reviewed and kept on file by the district Professional Development Committee (PDC) for a minimum of seven (7) years.
6. When school is dismissed for teachers' meetings/in-service, it is expected that all teachers attend.

V. Mentoring Program

Mentoring is the establishment of a personal relationship between an experienced educator(s) and a beginning teacher (protégé) for the purpose of professional support, instruction and guidance. The plan will address the teacher's first two (2) years in the classroom. The district representatives will be the coordinator of the mentor program in cooperation with the building principals. The director of personnel will notify the appropriate college or university when graduates of their universities are hired. A coordinated plan of seminars and visitations for first and second year teachers will be developed by the district and higher education representatives.

1. Description of Mentor's Role
 - a. The mentor should be on or near the same grade level, department or subject area of the protégé.



FILE: GCLA-R
Critical

Note: This is a sample policy from another school district. Contents do not necessarily reflect official Missouri School Boards Association (MSBA) policy, represent MSBA legal advice or service, and are not intended for exact replication.

Notes

- b. Any teacher with five (5) years of teaching experience with a minimum of two (2) years in the district may be a mentor.
 - c. The protégé/mentor relationship should last a minimum of two (2) years for teachers not having prior teaching experience.
 - d. The mentor will work with the protégé in the building for one-half (1/2) day before school begins.
 - e. The mentor will aid in the development of a Professional Development Plan written by the protégé along with the principal's assistance.
 - f. The responsibility of the mentor is that of "helper" and not evaluator.
 - 2. Mentors shall receive their assignments with adequate time to help the protégés to prepare their initial Professional Development Plan. They also have a right to decline.
 - 3. Mentors will receive training and compensation:
 - a. Mentors training.
 - b. An option of \$150 stipend for the year, or district professional development credit.
 - c. Substitute days coordinated with the principal to meet the goals of the program. (Example: Mentor working in protégés room for one-half (1/2) day...or vice versa; conferencing time; whatever is needed.)
 - 4. Evaluation
- Mentors and protégés shall be asked to evaluate the program in writing and to make suggestions for improvement annually.
- 5. Description of Principal's Role
 - a. Inform staff of mentor requirements and responsibilities.
 - b. Select mentor/protégé teams.
 - c. Attend informational workshops.
 - d. Identify areas needing support.
 - e. Monitor mentor/protégé relationship.
 - f. Coordinate mentoring activities at the building level.
 - g. Respect confidentiality of mentor/protégé relationship.



Notes

Note: This is a sample policy from another school district. Contents do not necessarily reflect official Missouri School Boards Association (MSBA) policy, represent MSBA legal advice or service, and are not intended for exact replication.

FILE: GCLA-R
Critical

6. Description of Protégé's Role

- a. Develop and implement a long-term professional development plan with the aid of the mentor and building principal.
- b. Become self-sufficient in the classroom.
- c. Plan with the mentor a general yearly schedule of activities (Mentor/Protégé Action Plan).
- d. Maintain and submit appropriate documentation to principal and coordinator of the mentor program.

7. Description of Coordinator's Role

The coordinator will implement all aspects of the mentor program.

- a. Establish mentor/protégé teams with the assistance of the building principal.
- b. Develop and implement the new teacher orientation program for mentors and protégés.
- c. The Mentoring Handbook will be provided to each mentor and protégé.
- d. Develop and implement a minimum of two (2) half-day group sessions for mentors and protégé pairs.
- e. Coordinate the mentor compensation programs.
- f. All documentations such as correspondence, evaluations and information shall be forwarded to the district level Professional Development Committee (PDC) chairperson.
- g. Conduct in-service evaluation and an annual evaluation of the mentoring program.
- h. Be responsible for the mentoring budget.

VI. Orientation

The district Professional Development Committee (PDC) will conduct an annual orientation meeting for all teachers at the beginning of each year.

At the meeting the Professional Development Committee (PDC) shall:

- 1. Provide an overview of objectives, roles and responsibilities of the Professional Development Committee (PDC).
- 2. Describe the process by which the district and building committee will meet their responsibilities.



FILE: GCLA-R
Critical

Note: This is a sample policy from another school district. Contents do not necessarily reflect official Missouri School Boards Association (MSBA) policy, represent MSBA legal advice or service, and are not intended for exact replication.

Notes

3. Stress the individual teacher's role in the assessment of in-service needs.
4. Clearly delineate the difference between Professional Development Committee (PDC) mentor program and the evaluation process.

VII. Evaluation

The Professional Development Committee (PDC) considers ongoing evaluation of its activities to be a valuable means of upgrading its services to the district's staff and students. The committee's evaluation efforts will be three-pronged.

1. The committee will conduct a self-evaluation of the year's activities, to be completed annually during the month of May, and file it with the Coordinator of Professional Development.
2. Mentors and protégés shall be asked, during the month of March, to evaluate the mentoring program in writing and to make suggestions for improvement(s). These evaluations will be filed with the coordinator of professional development and filed/reviewed by the Professional Development Committee (PDC).
3. An evaluation of each district and/or building in-service will be conducted and filed with the coordinator of professional development and the district level Professional Development Committee (PDC) chairperson. These evaluations will be reviewed by the PDC.

* * * * *

Approved: 02/19/1997

Revised: 07/15/1998; 06/01/1999; 02/28/2000; 07/24/2000; 02/26/2001

Center School District #58, Kansas City, Missouri



Notes
